



# A Phenomenological Study of Grit Among Teachers in Remote Areas

Aderiko Prasetya<sup>1</sup>, Amherstia Pasca Rina<sup>2</sup>, Dwi Sarwindah Sukiatni<sup>3</sup>

<sup>1,2,3</sup> Faculty of Psychology, University of 17 Agustus 1945, Surabaya, Indonesia

\*Corresponding Author: Aderiko Prasetya, Email: [aderikoprasetya99@gmail.com](mailto:aderikoprasetya99@gmail.com)

---

## ABSTRACT

This phenomenological study explores the concept of grit among teachers working in remote areas. Grit, defined as a combination of passion and perseverance towards long-term goals, has been identified as a crucial factor for success in various domains. However, little is known about how grit manifests among teachers in challenging and isolated environments such as remote areas. This study aims to fill this gap by examining the lived experiences of teachers in remote areas and how their grit influences their professional journey. Data were collected through Semi structured interviews and analyzed using thematic analysis. The findings shed light on the unique challenges faced by teachers in remote areas and the strategies they employ to demonstrate grit in their daily work. The study provides valuable insights for educational policymakers and administrators in developing support systems and interventions to foster grit among teachers in remote areas. This study used snowball sampling with three recommended subjects. This study used a qualitative method with a descriptive phenomenological research type (PFD). The data collection technique used is observation and semi-structured interviews. For the data analysis technique used, namely phenomenological analysis with six stages from Giorgi. Based on the findings of the synthesis theme through descriptive phenomenological analysis (DPA), three essential themes were found from the three participants, namely professional commitment, career adaptability, and hope.

**Keywords:** Grit ; Passion ; Perseverance ; Phenomenology ; Remote Areas ; Teachers

---

**Copyright © 2023: Aderiko Prasetya et al.**

---

## INTRODUCTION

Mengare Island is a region surrounded by mangrove vegetation and abundant flora, making it a unique tourist attraction. The island is located in the southwest of Bungah sub-district, Gresik regency. Mengare Island features tens of hectares of fish ponds and salt ponds, which are characteristic of Gresik regency, known for its "bandeng mengare" fish. However, there are various issues regarding

Human resources in the area, one of which is education. Education is an essential pillar that can be achieved to make Indonesia excellent and capable of competing on the international stage. The determination of the success of the learning process is not only based on student input but also on the teacher. Teachers are known for their devoted profession, which is why they are often referred to as unsung heroes. In relation to the implementation of the existing curriculum in schools, it is important for teachers to understand and follow it. Teachers should

make a diligent effort to gradually and continuously implement the curriculum (Hurit & Harmawati, 2019). Active participation of teachers in curriculum development is crucial. Being involved in curriculum formulation can provide a sense of ownership rather than merely implementing it (Siram, 1995). A teacher's role as an educator greatly influences the existence and conditions of a population in remote areas far from urban centers.

Findings from observations and interviews mention that resilience of teachers in remote areas is crucial because individuals in these areas are isolated and often difficult to reach by facilities and resources available in cities. Teachers in remote areas face unique challenges and obstacles in teaching, such as long distances between schools and homes, lack of resources, and potentially uncomfortable environmental conditions. However, despite these challenges, teachers in remote areas often have strong determination and enthusiasm to provide the best education for their students. They may have to endure difficult conditions, but they strive to provide equal learning opportunities for all students, regardless of their backgrounds. Moreover, teachers in remote areas often possess extensive skills and knowledge in addressing specific issues that arise in their communities. They can serve as mentors and leaders within the local community, playing a vital role in the development of the individuals' area. In addition to access issues, field findings also reveal the problem of inadequate distribution. There is a lag in learning and competency training for teachers. The optimal improvement of teacher competence is hindered by various factors, including limited budget allocation for competency enhancement, varied interest among teachers to participate in training conducted outside the region, and the lack of training institutions in the Mengare Island area itself.

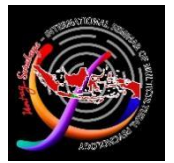
Regarding curriculum implementation, teachers play a central role and are at the forefront of its success. It is emphasized that teachers should work collectively to implement the curriculum while preserving the individual freedom of each teacher. At this point, teachers are required to be proactive and, most importantly, adaptive to the evolving curriculum. In terms of the latest curriculum, the Central Government has established the Pancasila learner profile, learning achievements, curriculum structure, and principles of learning and assessment as the curriculum to be implemented in educational institutions and classrooms. However, the infrastructure for easy access to education is still severely lacking. Physically, the school building still appears to be in good condition as it is relatively young. The surrounding atmosphere is peaceful and cool due to the abundance of lush trees. The school building has limited rooms, including six classrooms, one teacher's room, one library, and three restrooms. Due to the limited number of classrooms, the school is unable to provide facilities that support teaching and learning activities in the educational unit. The first factor is the disproportionate placement of teachers, as the existing teachers do not possess the academic qualifications expected by the school. As a result, the teaching staff does not follow the actual process and mechanism of curriculum implementation.

Based on the description of these events, it is also necessary to conduct grit phenomenological research on teachers in remote areas.

## **METHOD**

### **Participant**

In this study, individuals are often referred to as participants, and snowball sampling techniques can be used to increase the number of participants. Has 3 participant subjects with characteristics (1) ASN status, (2) Actively carrying out tasks on the coast, (3) Have a civil servant card, (4) Have a minimum working period of two years regularly, (5) Have long term goals



### Design and Procedural

The research method used in this study is the research method qualitative with a descriptive phenomenological approach. This approach was chosen because it can help researchers to obtain data in accordance with a qualitative approach ie interviews by describing the findings of researchers in the field supported by descriptive phenomenology. This research utilizes interview techniques to gather data. The interviews are conducted to acquire knowledge understood by the subjects regarding the researched topic grit . The data collection method employed is semi-structured interviews with an interview guide or interview protocol. This guide plays a crucial role in eliciting information from participants, ensuring the generation of valuable data for research purposes.

Aspects	behavioral indicators	Interview Question
Perseverance	Overcoming obstacles	Tell me about the challenges you face in this profession?
	Resilience	How do you manage to endure teaching in remote locations?
	Problem solving	Share unique problems you have encountered while teaching?
	Achieving targets	How do you fulfill your duties as a teacher?
Passion for longterm goals	Not Hopeless	How do you stay motivated when faced with difficulties?
	Attitude towards problems	How do you approach work-related challenges?
	Self confidence	Share what you have contributed to your students?
	Goal-oriented	Describe your journey to becoming a teacher today?
other aspects that shape		Interview Question
<i>Interest</i>		Tell me about your interest in choosing to become a teacher?
<i>Practice</i>		How do you train and develop yourself within this profession?
<i>Purpose</i>		Do you have long-term goals as a teacher?
<i>Hope</i>		Share your aspirations as a teacher?
Factor	s	Interview Questions

---

Education	Please share your educational background and the path you took to become a teacher today.?
Age	Does your age influence your determination to achieve goals?
<i>Conscientiousness</i>	Are you cautious when making decisions?
Career Change	Have you ever considered changing professions?

---

### **Analytical Technique**

The stages of analysis in this study are as follows: Firstly, reading the transcripts multiple times. In this initial stage, the researcher reads and internalizes the interview transcripts conducted with the participants or subjects of the study. The transcripts are then marked with numbering, commonly referred to as super transcripts (1, 2, 3) or (/). Once completed, the transcripts are ready for analysis. Secondly, extracting meaningful units from the transcripts. Thirdly, creating psychological descriptions. Fourthly, creating structural descriptions. Fifthly, transforming structural descriptions into themes. and Finally, synthesizing the themes

## **RESULT**

The analysis results based on the data analysis process using Descriptive Phenomenological Analysis (DPA) from the six stages of analysis. The six stages are as follows: reading the transcripts multiple times, extracting meaningful units from the transcripts, creating psychological descriptions, creating structural descriptions, exploring themes from the structural descriptions, and synthesizing the themes. In the analysis, three themes were discovered in the synthesis of themes from the perspectives of three participants, namely:

1. Professional Commitment
2. Career Adaptability
3. Hope

## **DISCUSSION**

### **1. Description of Professional Commitment**

in Coastal Teachers Professional commitment in this context refers to the belief and acceptance of the values and goals of the teaching profession, a willingness to strive wholeheartedly for the profession's interests, and a desire to maintain and sustain involvement in the profession. In the description of professional commitment as a teacher, it can be observed through the desire to work as a teacher, a strong belief in accepting the values and goals of the profession, and a willingness to wholeheartedly perform the job.

Participant 1, Mr. A, is a Civil Servant Apparatus (ASN) who teaches at UPT SDN 257 Gresik. He has been appointed as an ASN teacher after nearly 10 years of working as a honorary teacher. The participant mentioned that he has a commitment to his profession.

"Yes, from the beginning, as I mentioned earlier, it has been my intention, In the name of God, yes, I want to serve. So, there is no reason, here it will be whatever it is, here. It has become part of my life that I will or have gone through" (P1, p. 52).

Participant 2, Mr. Ab, is a Civil Servant Apparatus (ASN) who teaches at UPT SDN 257 Gresik.



He also once won a competition to represent his school, exemplifying professional commitment as follows:

"Yes, I started learning. I was still a honorary teacher in 2002. Because, you know, the salary was small, around 150 or so. Until then, they said the salary was small. And, you know, I already lived far from the school. But now, since 2014, I have been appointed as a civil servant" (P2, p. 73).

The participant also had to undergo various training to support their professional development. According to Porter and Smith (Cohen, 2003), professional commitment can be seen through the desire to remain in the teaching profession, as described below in participant 3:

"No, never. I will continue until retirement. Even after retirement, I want to continue being a teacher, God willing. Our numbers will keep increasing, not decreasing. I want to be a teacher who can continue to help children and give something to them and to the community" (P3, p. 107).

## 2. Description of Career Adaptability

in Coastal Teachers Career adaptability refers to an individual's readiness to face job demands and their ability to adjust to unforeseen changes in work conditions. According to Fauzia (2023), career adaptability involves an individual's level of preparedness to face predictable tasks in their job and their ability to cope with unexpected changes in the work environment. Here is a description of career adaptability among the participants.

Participant 1, Mr. A, reflects on his career journey as a teacher and the challenges he has faced:

"Having gone through these 14 years, it means that everything, every lesson, has its significance. Sometimes, when I look back, I wonder how I managed to endure for 14 years. But, in essence, nothing is in vain. Every struggle, every hope, every prayer, and every good intention will be rewarded. I believe in that" (P1, h 55).

Participant 2, Mr. Ab, describes their career journey as a teacher and their belief in their career:

"I started learning as a teacher. I was still a contract-based teacher back in 2002. The salary was small, around 150 or so. But then, they said the salary was small. And, you know, I already lived far from the school. But now, since 2014, I have been appointed as a civil servant" (P2, p. 73).

The participant also shares a story about a student with special needs and how it left an impression on them:

"There was a student with special needs here. This school is not just for regular students, but also for students with speech impairments. From the time they entered until they graduated from this school, they made a remarkable progress. It's because they can write" (P2, p. 77).

Participant 3, Mr. C, reflects on their learning journey and the importance of learning from experiences:

"When I first started learning, it felt like a long time, but time flies. Sometimes, when I look back, I realize the importance of learning from experiences. That's

how it goes, learning from experiences, just like usual, with the children" (P3, p. 101).

One factor mentioned by Participant 3 that contributes to career adaptability is family support and guidance:

"Since I was a child, I wanted to be a teacher, teaching students. It left an impression on me when I was teaching in that place. The language there was Madurese, and I didn't understand it. Sometimes, people cursed behind my back in Javanese, but I didn't understand. It was quite

amusing, wasn't it?" (P3, p. 100).

### 3. Description of Hope

in Coastal Teachers Expectations are an important component for understanding the meaning of an individual's attitude in pursuing desired goals. Participants also mention that expectations are crucial, as per Snyder's theory (2007), which states that an individual's overall ability to generate pathways to desired goals, along with the motivation to use those pathways.

Participant 1 expresses their expectations as follows:

"If you ask about my expectations, I hope to always be given good health, to always be in prime condition for teaching. I hope this school, especially in its own way, can fulfil the aspirations and dreams of heroes, you know. When we enter society, we should work in our respective fields, according to our expertise and interests. So, the bottom line is to become a useful person" (P1, p. 66).

The participant also mentions the importance of religious beliefs in shaping expectations:

"Truly, it influences us. We must be grateful for what we have, and I am grateful for having this job. I need to be thankful for it by doing my best because I am given the opportunity to perform this job. The first thing we should be grateful for is our existence, and we should bring benefit to others if possible" (P1, p. 68).

Participant 2 also emphasizes the importance of expectations, citing the research developed by C.R. Snyder Carr (2004:90) that defines hope as the ability to plan a way out and make efforts to achieve goals. The participant states that the environment can motivate them to become competent teachers:

"A quality teacher or an ordinary teacher should keep improving. The environment also has an influence. Now, in the inclusive school, because all my friends bring laptops, it's always crowded every day. I also followed suit, maybe not a wrong thing, but following the environment continuously may not be healthy" (P2, p. 91).

Participant 3 mentions that according to Snyder (2007), one component of hope is pathway thinking, which indicates a person's ability to develop a path to achieve desired goals:

"When I first came here, it means I was from a pesantren [Islamic boarding school]. So, when we enter here, before starting the lessons, we sing the national anthem. I suggested to the school management, what if we start with a prayer together and then recite the Asmaul Husna [99 names of Allah]? It would create a fresh atmosphere. Although we are in this country, we can still apply Islamic values and religion" (P3, p. 104).

Human behavior is goal-oriented and has a direction. Goals are described by Participant 3 as follows:

"If we have students who succeed, it's a great accomplishment to see them achieve outside. Getting scholarships to enter school or university, that's already something to be proud of" (P3, p. 112).

## REFERENCES

- Aldila, H. (2019). *Kegigihan (grit) Pasca Depresi* (Doctoral dissertation, UNIVERSITAS MUHAMMADIYAH PURWOKERTO).
- Aprilolita, V. (2020). *Grit pada Mahasiswa: Skala Self-Reported dan Behavior Measurement*.
- Cho, H. K., & Kim, B. (2022). *Effect Of Nurses' Grit On Nursing Job Performance And The*



- Double Mediating Effect Of Job Satisfaction And Organizational Commitment. *Healthcare (Switzerland)*, 10(2).<https://doi.org/10.3390/Healthcare10020396>
- Datu, J. A. D., Yuen, M., & Chen, G. (2017). Development and validation of the Triarchic Model of Grit Scale (TMGS): Evidence from Filipino undergraduate students. *Personality and Individual Differences*, 114, 198-205.
- de Zepetnek, J. T., Martin, J., Cortes, N., Caswell, S., & Boolani, A. (2021). Influence of grit on lifestyle factors during the COVID-19 pandemic in a sample of adults in the United States. *Personality and individual differences*, 175, 110705.
- Fardiyani, R. K. (2022). *Hubungan Antara Grit Dengan Stres Kerja Pada Anggota Polri Di Direktorat Lalu Lintas Polda Jatim* (Doctoral dissertation, Universitas 17 Agustus 1945 Surabaya).
- Fauzi, A. (2015). *Perbedaan Kinerja Antara Guru PNS dengan Non PNS di SD Negeri Se-Desa Putatsari* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Fitaloka, N. (2020). Hubungan Perilaku Prososial dengan Grit (Kegigihan) pada Volunteer Yayasan Pemuda Peduli di Kota Bandung.
- Gustia, M., & Aviani, Y. I. (N.D.-A). *Kontribusi Harapan Pekerjaan Terhadap Kegigihan Pada Polisi Di Satbrimob Sumatera Barat*.
- Hermansyah, A. K., Sumarsono, A., Rahayu, D. P., & Fredy, F. (2020). Motivasi Tenaga Pengajar Di Pedalaman Papua Dalam Mengajar dan Melanjutkan Studi pada Jurusan Pendidikan Guru Sekolah Dasar (Sebuah Kajian Fenomenologis). *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 29(1), 51-63.
- Hestningsih, E., & Kusumiati, R. Y. (2022). Hubungan antara Grit dengan Subjective Well-Being pada Guru Honorer. *Jurnal Bimbingan dan Konseling Indonesia*, 7(2), 227-234.
- Irianto, I., & Subandi, S. (2015). Studi Fenomenologis Kebahagiaan Guru di Papua. *Gadjah Mada Journal of Psychology (GamaJoP)*, 1(3), 14-0.
- Kartini, A., Lestari, A., Sumargi, A. M., & Ngonde, S. K. (N.D.). Grit Dan Career Adaptability Perawat Di Masa Pandemi. *Psychopreneur Journal*, 2022(1), 39-47.
- Khan, R., Neveu, J. P., & Murtaza, G. (2021). Is Grit Hurting You? The Dark Side Of Psychological Resources In Goal Pursuit. *Applied Psychology*, 70(3), 1323-1344. <https://doi.org/10.1111/Apps.12279>
- Mohebi, M., Sadeghi-Bahmani, D., Zarei, S., Zandi, H. G., & Brand, S. (2022). Examining The Effects Of Mindfulness-Acceptance-Commitment Training On Self-Compassion And Grit Among Elite Female Athletes. *International Journal Of Environmental Research And Public Health*, 19(1). <https://doi.org/10.3390/Ijerph19010134>
- Morell, M., Yang, J. S., Gladstone, J. R., Turci Faust, L., Ponnock, A. R., Lim, H. J., & Wigfield, A. (2021). Grit: The long and short of it. *Journal of Educational Psychology*, 113(5), 1038.
- MUHAMAD, R. R. (2020). *Tinjauan Yuridis Sosiologis Batas-Batas Tindakan Guru Terhadap Siswa Di Lingkup Pendidikan* (Doctoral dissertation, Universitas Muhammadiyah Malang).
- Muhibbin, M. A., & Suryanto, S. (2020, September). Model Grit Pada Guru Shadow (Studi Fenomenologi Mengenai Grit Pada Guru Shadow Di Sekolah Inklusi). In *Prosiding Seminar Nasional Milleneial 5.0 Fakultas Psikologi Umby*.



## A Phenomenological Study of Grit Among Teachers in Remote Areas

- Muhibbin, M. A., Suryanto, S., Psikologi, S., Psikologi, F., & Airlangga, U. (N.D.). *Grit Model Of Shadow Teacher (Phenomenology Study Of Grit In Shadow Teacher In Inklusi School Program)*.
- Mujiyatun, M. (2021). Peran Guru Pai Dalam Meningkatkan Akhlak Siswa Di SMAN 1 Tanjung Bintang Lampung Selatan. *An Nida*.
- Pembimbing, D., Gunawan, A. H., & Radde, H. A. (N.D.). *Analisis Dimensi Adaptabilitas Karir Sebagai Prediktor Terhadap Grit Pada Mahasiswa Di Kota Makassar*.
- Priyohadi, N. D., Suhariadi, F., & Fajrianti, F. (2019). Validity Test for Short Grit Scale (Grit-S) Duckworth on Indonesian Millennials. *Journal of Educational, Health and Community Psychology*, 8(3), 375.
- Saputra, A. M., & Nugraha, S. P. (2023). Harapan Membuatku Bertahan: Harapan Akademik Memprediksi Grit Akademik. *Jurnal Psikologi*, 16(1), 133–144. <https://doi.org/10.35760/Psi.2023.V16i1.7705>
- Septania, S. (2019). Perilaku Grit Berdasarkan Demografi Karyawan Food Manufacturing Consumer Goods (Fmcg) Di Bandar Lampung. *ANFUSINA: Journal of Psychology*, 2(1), 1-18.
- Southwick, D. A., Tsay, C. J., & Duckworth, A. L. (2019). Grit at work. *Research in Organizational Behavior*, 39, 100126.
- Sugiyono, D. (2013). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D
- Syauqi, M. Q. A., & Agung, I. M. (2021). Authoritative, Permissive, Dan Authoritarian Parenting Style Kaitannya Dengan Grit Mahasiswa. *Psikobuletin: Buletin Ilmiah Psikologi*, 2(3), 185. <https://doi.org/10.24014/Pib.V2i3.13720>
- Syauqi, M. Q. A., & Agung, I. M. (2021). Authoritative, Permissive, dan Authoritarian Parenting Style Kaitannya dengan Grit Mahasiswa. *Psikobuletin: Buletin Ilmiah Psikologi*, 2(3), 185-196.
- Takiuddin, T., & Husnu, M. (2020). Grit dalam pendidikan. *JKP (Jurnal Konseling Pendidikan)*, 4(2), 52-58.
- Vivekananda, N. L. A. (2017). Studi Deskriptif mengenai Grit pada Mahasiswa Fakultas Psikologi Universitas Kristen Maranatha Bandung. *Humanitas (Jurnal Psikologi)*, 1(3), 183-196.
- Widodo, W. (2021). Enhancing Teachers' Professional Competence Through Grit, Personality, And Creativity. *Management Science Letters*, 129–138. <https://doi.org/10.5267/J.Msl.2020.8.022>
- Widodo, W., & Chandrawaty, C. (2020). Assessing The Effect Of Grit And Employability On Organizational Commitment Mediating By Job Involvement. *Management Science Letters*, 10(11), 2403–2410. <https://doi.org/10.5267/J.Msl.2020.4.011>
- Winarto, J. T., Hayati, E. N., & Situmorang, N. Z. (2019, November). Gambaran grit pada mahasiswa psikologi profesi Universitas X yang menyelesaikan studi tepat waktu. In *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan* (pp. 529-537)